



Academic Senate Meeting – Fall 2026

Thursday, September 10, 2026

Agenda

10:00 AM – 11:30 AM

Location: Dezember Leadership and Development Center, Room 409-411 (Aera Combo Room)

Zoom Information:

[Zoom Meeting ID: 811 3080 8590](#)

Passcode: 674081

Senate Members: Chair M. Danforth, Vice-Chair T. Tsantsoulas, CSU Senator C. Lam, CSU Senator N. Michieka, AH Senator M. Palaiologou, AH Senator B. Moreno, BPA Senator D. Wu, BPA Senator S. Sarma, NSME Senator L. Kirstein, NSME Senator A. Stokes, SSE Senator Z. Zenko, SSE Senator S. Roberts (virtual), AV Senator K. Holloway (virtual), At-Large Senator H. He, At-Large Senator A. Grombly, At-Large Senator A. Hays, At-Large Senator A. Lauer, At-Large Senator J. Deal, At-Large Senator R. Dugan, Lecturer Electorate Representative – D. Horn, Senator C. Zúñiga-Prado – Staff Representative, Senator N. Kaur – ASI President, Senator D. Cours – Dean Representative, VP AA & Provost D. Thein and Senate Analyst K. Van Grinsven.

Guests: President Harper, K. Grappendorf, and T. Salisbury, CFA.

- I. Call to Order
 - a. [Tejon Tribal Land Acknowledgement](#)
 - b. [Robert's Rules of Order](#)
 - c. [Interruption Statement](#)
- II. Approval of Minutes
 - a. August 27, 2026 (handout)
- III. Announcements and Information
 - a. President's Report – V. Harper **(Time Certain: 10:10 AM)** (handout)
 - b. Report on Process for GEMs – K. Grappendorf, GE Director **(Time Certain: 10:20 AM)** (handout)
 - c. Elections and Appointments – T. Tsantsoulas (handout)
 - d. Upcoming Events/ Information:
 - i. October 19 - Fall 2026 Budget Open Forum
 1. 11 AM to 12 noon; Student Union MPR and virtual

- IV. Approval of Agenda **(Time Certain: 10:05 AM)**
- V. Reports
 - a. Provost's Report – D. Thien **(Time Certain: 10:30 AM)**
 - b. ASCSU Report – Senators Lam and Michieka (deferred)
 - c. ASI Report – Senator Kaur
 - d. Staff Report – Senator C. Zúñiga-Prado
 - e. Committee Reports:
 - i. Executive Committee – Vice-Chair Tsantsoulas (handout)
 - 1. 2026-2027 Senate Log (handout)
 - ii. Standing Committees:
 - 1. Academic Affairs Committee (AAC) – Senator Deal, Chair (handout)
 - 2. Academic Support and Student Services Committee (AS&SS) – Senator Kirstein, Chair (handout)
 - 3. Budget and Planning Committee (BPC) – Senator Wu, Chair (handout)
 - 4. Faculty Affairs Committee (FAC) – Senator Zenko, Chair (handout)
 - f. CFA Report – T. Salisbury, CFA Bakersfield
- VI. Resolutions **(Time Certain: 10:45 AM)**
 - a. Consent Agenda: No items.
 - b. Old Business: No items.
 - c. New Business:
 - i. RES 262702 – Transitioning to Online SOCs – FAC (handout)
- VII. Open Forum **(Time Certain: 11:15 AM)**
- VIII. Adjournment



MEMORANDUM

DATE: September 9, 2026

TO: Dr. Melissa Danforth, Chair
Academic Senate

FROM: Vernon B. Harper Jr., Ph.D.
President

SUBJECT: President's Report –September 10, 2026

President Harper intends to discuss the following with the Academic Senate on Thursday, September 10, 2026.

- California Jobs First grant award
- Political Season
- Athletics Director Search

c: Katherine Van Grinsven

Updated Submission Process for General Education Modification (GEM)

Departments should submit a brief Memo signed by the department chair or director to the GE Director for placement on the GECCo agenda.

The required elements of the GEM request are unchanged from the:

1. General Education Modification (GEM) Request Process, 3/5/26
2. Process for Requesting Use of an Already Approved General Education Modification (GEM) 3/26/26.

A standardized process has been identified in CIM to ensure approved GEMs are submitted for curricular review and accurate inclusion in the catalog.

1. Log in to CIM and access the program for which the revision (GEM/GEMs) should be included.
2. Select **EDIT PROGRAM**
3. Scroll down to “*Has this program received a General Education Modification (GEM)?*” Select **yes** and attach all documents submitted to GECCo and GECCo’s approval notification.

Has this program received a General Education Modification (GEM)? ☒ Yes ☐ No

If yes, attach approval documents.

Attach file option

Attach File

Uploaded Files:

Files To Be Uploaded:

4. Update the **Program Requirements** and **footnotes** to reflect the GEM.

Requirement	Credits
General Education Requirements	
Subject Area 1A: English Composition	3
Subject Area 1B: Critical Thinking ¹	0
Subject Area 1C: Oral Communication ¹	3
Subject Area 2: Mathematical Concepts & Quantitative Reasoning ¹	0
Subject Area 3A: Arts	3
Subject Area 3B: Humanities	3
Upper Division 3 Arts or Humanities: (3/10)	0

5. Scroll to **Academic Roadmap Attachment** and upload an updated academic roadmap that reflects the GEM.

Academic Roadmap Attachment 

Attach File

Uploaded Files:

No change.txt Remove

Files To Be Uploaded:

6. Make sure to fill in all required fields with “No Change” as needed.
7. Select **Save Changes** OR **Start Workflow** when you are done with the edits.
Note: Start Workflow is critical to move the document forward review and approval.

Cancel

Save Changes

Start Workflow

College curriculum approval for inclusion in the 2027-28 catalog must be approved at the college level to be included in the 2027-2028 catalog by December 1, 2026. GECCo’s last meeting is scheduled for November 13th (November 20th is on hold if necessary).



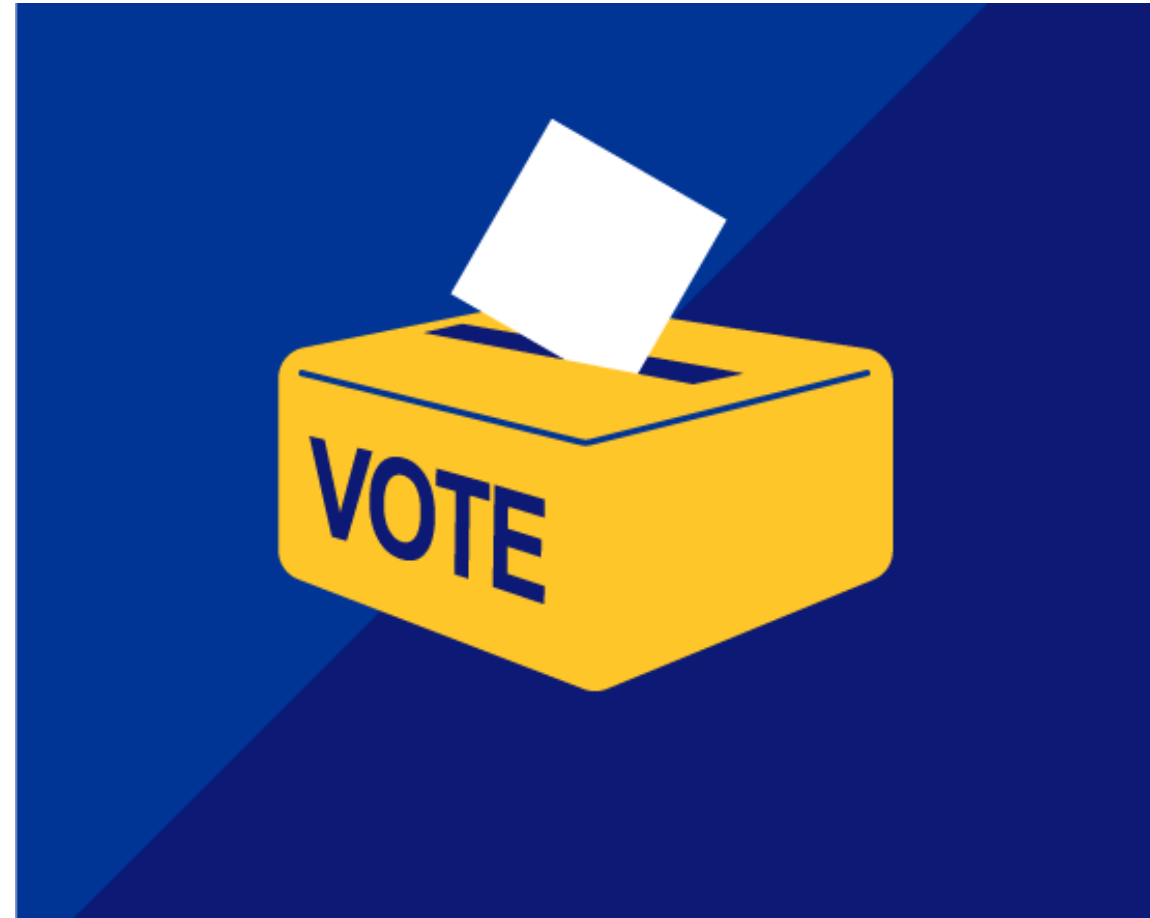
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Academic Senate: Elections & Appointments

September 10, 2026

Important Information & Reminders

- ❖ View the Senate Website for up-to-date information
- ❖ **Senate Office is waiting for voting rosters**
- ❖ Let the Senate Office know if there are:
 - Vacancies that need to be filled
 - Errors with committee rosters
- ❖ If you do not receive emails regarding calls:
 - College Calls → Contact your College Election Chair & Admin Support
 - University-wide Calls → Contact the Senate Office (academicsenateoffice@csub.edu)



2026-27 College Election Committees

Arts and Humanities

- **Lena Taub (Chair)**
- Sean Wempe
- TBD (*replacement for Joel Haney*)
- *Admin Support: Adrianna Hook*

Business and Public Administration

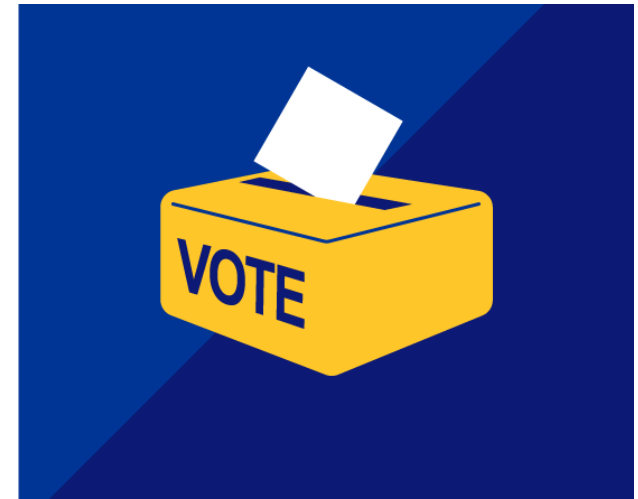
- **Richard Gearhart (Chair)**
- Mansik Hur
- Jinping Sun
- Dan Zhou
- *Admin Support: Maria Diaz*

Natural Sciences, Mathematics, and Engineering

- **Prosper Torsu (Chair)**
- Bilin Zeng
- Danielle Solano
- *Admin Support: Maria Chavez*

Social Science and Education

- **Dirk Horn (Chair)**
- Yeunjoo Lee
- Anthony Flores
- *Admin Support: Alex Alva*



Fall 2026 Call Cycle

1. Urgent Calls - College Elected Positions

- *SSE Associate Dean Search Committee:*
 - *Four (4) Full-time Tenured SSE Faculty Members*
- *A&H College Election Committee*
- *Academic Review Committee (AARC) – Lori Paris, Associate Dean, BPA:*
 - *One (1) Tenured BPA Faculty Member*
- *AARC - Deborah Boschini, AVP for Faculty Affairs:*
 - *One (1) Tenured BPA Faculty Member*

Fall 2026 Call Cycle- continued

2. Urgent Calls - At-Large Elected Positions:

- *AARC - Deborah Boschini, AVP for Faculty Affairs*
 - *One (1) At-Large Tenured Faculty Member*
- *AARC - Isabel Sumaya, AVP for GRaSP*
 - *One (1) At-Large Tenured Faculty Member*
- *University Council*
 - *One (1) At-Large non-Senate Faculty (preferably one from Antelope Valley) to serve two-year terms, May 2026-2028.*

Fall 2026 Call Cycle- continued

3. College and At-Large Appointed Positions:

- *Search & Screening Committee – AVP for Strategy and Institutional Engagement*
 - *One (1) Full-time Tenured Faculty Member*

Vice-Chair Report to the Academic Senate

Senate Executive Committee Meeting – Sept. 1, 2026

In addition to the regular business of approving the agenda, EC discussed the following items:

Strategic Plan and Integrated Operations Council (IOC)

The Academic Senate Executive Committee (EC) welcomed Dr. Shaylyn Marks to discuss the Strategic Plan and the new Integrated Operations Council (IOC). Dr. Marks discussed the purpose and structure of the IOC, clarifying that it is not a decision-making body but rather a data-driven group charged with identifying high-friction challenges on campus. The IOC will, where appropriate, propose solutions for consideration by existing decision-making entities. EC members requested that documentation about the IOC, its makeup and purpose, be updated to clearly reflect its role as a council engaged in cross-divisional coordination and consultation rather than a decision-making body. Per Dr. Marks's request for faculty representation on the IOC, we decided to proceed with faculty appointments from each College, as this would be more expedient than an elections process at this time in the semester. We planned next steps to issue a call for interest to faculty. EC members also raised the possibility of including at-large positions to cover all unit 3 constituencies and a representative from the Academic Senate who would bring a focus on shared governance to the council.

RTP Committee Formation

EC discussed whether to extend the deadline for forming unit RTP committees by one week to account for the transition to new policy on committee formation. In consultation with Dr. Boschini, we concluded that a case-by-case extension based on need should be permitted and communicated this recommendation back to Faculty Affairs. We also identified a need to improve the communication process between faculty, chairs, Deans, and Faculty Affairs for post-tenure promotion requests; department chairs need to be more aware of which faculty in their unit are seeking promotion for each cycle.

Senate Referral Log

We reviewed returned resolutions and carry-over referrals from AY25/26 for FAC. EC decided to prioritize 2025-2026 22 President's Cabinet Structure and Officers of the University and 2025-2026 24 First-Year Seminar (CSUB 1029) Concerns. We also discussed potential new referrals and reaffirmed our practice of prioritizing curriculum proposals.

Academic Continuity Planning

The Provost communicated a request for consultation from ITS regarding an Academic Continuity Plan for CSUB. This is in response to the Canvas hacking incident from the Spring semester. EC confirmed the necessity of this planning and will help support consultation with Senate and faculty as the process unfolds.

Academic Administrator Searches

The Provost confirmed that a call for expressions of interest for the Interim Executive Director of Antelope Valley is forthcoming.

Registration Prioritization

EC discussed an issue raised by Academic Programs regarding registration prioritization for students who are pursuing a second baccalaureate degree. These students should not be prioritized ahead of New Students trying to register for classes, per CO policy. A plan is in place to temporarily fix this issue by aligning enrollment dates with the policy. EC will confirm that new academic calendars clearly reflect this change.

Senate Executive Committee Meeting – Sept. 8, 2026

EC conducted the regular business of approving the agenda and the Academic Senate meeting agenda. We discussed the status of academic administrator review committees for AY26/27 and confirmed the need to fill urgent vacancies due to faculty sabbaticals. We met with President Harper and discussed the following: the overall university budget and the instructional budget model; the Chancellor's Office audits of Human Resources, the Office of Civil Rights, and Athletics; 'Runners Forward, the strategic plan; campus messaging; and administrator positions and hiring.

2026-2027 Academic Senate: Referral and Resolution Log

Last Updated: 09/01/2026

Date	Referral	Status	Committee/s Charged	Action	Resolution	Handbook/Bvlaws Change	Approved by	Sent to	Approved by
9/1/2026	2026-2027 01 First-Year Seminar (CSUB 1029) Concerns	Sent to committee/s	AAC/ FAC	Continue discussions on carry-over referral 2025-2026 24 First-Year Seminar (CSUB 1029) Concerns and and investigate concerns related to the curricular content and oversight of CSUB 1029 and the assignment of instructors.		Handbook (?)			
9/1/2026	2026-2027 02 Clarification of Implementation Timeline for Online SOCI	RES 262702 IP; 1st Reading 9/10/2026	FAC	Review RES 252620 "Transitioning to Online SOCI," particularly the disconnect between the 2-year implementation period and references to the 2029/2030 Academic Year.	RES 262702 Transitioning to Online SOCI; 1st Reading 9/10/2026				
9/1/2026	2026-2027 03 Teaching Modalities	Sent to committee/s	AAC/ FAC	Continue their discussions on RES 252648 "Teaching Modality – Handbook Change" and referrals 2025-2026 19 "Teaching Modality," and 2025-2026 42 "DLC Membership and Description."		Handbook			
9/1/2026	2026-2027 04 Proposal for New Master of Science in Applied Analytics	Sent to committee/s	AAC/ BPC	Continue their review and discussions regarding referral 2025-2026 47 Proposal for New Master of Science in Applied Analytics.					
9/1/2026	2026-2027 05 Policy on Use of Informational Banner Space in Canvas	Sent to committee/s	AS&SS	Continue discussion on RES 252627 and referral 2025-2026 21 Policy on Use of Informational Banner Space in Canvas; Executive Committee asks AS&SS to consider further consultation with ITS and Academic Programs regarding which body is the most appropriate office to approve requests.					
9/1/2026	2026-2027 06 President's Cabinet Structure and Officers of the University- Handbook Change	Sent to committee/s	FAC	Continue their discussions on referral 2025-2026 22 "President's Cabinet Structure and Officers of the University- Handbook Change."		Handbook			
9/1/2026	2026-2027 07 Periodic Evaluation of Faculty	Draft in progress (9/2/2026)	FAC	Discuss concerns that were raised about the overlap between the evaluation of tenured and tenured track faculty and the evaluation of lecturers during review of RES 252645 "Periodic Evaluation of Temporary Faculty – Handbook Change."		Handbook			
9/1/2026	--	--	AS&SS	2025-2026 23 PERC Timing Concerns; no referral needed. AAC and AS&SS to work on drafting a memo.	--	--	--	--	-

Academic Affairs Committee (AAC)

Report to the Academic Senate

Thursday, September 3, 2026

The Committee conducted introductions of its members. Members determined that responsibility for taking minutes would rotate among the members throughout the year. Dr. Dani Solano volunteered to take minutes for the first meeting. The Committee will elect a vice chair at the next meeting.

The following referrals were introduced:

- a. Referral 2627 #04 – Proposal for New Master of Science in Applied Analytics
- b. Referral 2627 #01 – FYS CSUB 1029 Concerns

The Committee discussed the curricular components of the Proposal for a New Master of Science in Applied Analytics, including a review of the learning outcomes and curricular map. Committee members raised several issues during the discussion. Chair Deal conveyed Dr. Hegde's offer to attend a committee meeting to answer questions about the proposal. Committee members were receptive to the offer, and Chair Deal will invite Dr. Hegde to the next meeting. Committee members were asked to submit questions for Dr. Hegde to Chair Deal by September 14.

The Committee began a general discussion of the FYS CSUB 1029 proposal. Members concluded that discussion of CSUB 1029 required a broader discussion of the General Education (GE) program, although FYS is no longer an explicit GE requirement. Chair Deal volunteered to speak with FAC Chair Zenko to determine which aspects of the referral (e.g., assignment of instructors to teach FYS) would be more appropriate for discussion in the respective committees. Committee members expressed an interest in further researching the design of First-Year Experience programs at other universities.

Academic Support & Student Services Committee (AS&SS)
Report to the Academic Senate
Thursday, September 3, 2026

The Academic Support and Student Services (AS&SS) Committee reviewed RES 252627, Policy on Use of Informational Banner Space in Canvas, following its return to the Academic Senate for further evaluation. The committee continues to feel that the use of Canvas banner space is an important issue, particularly in balancing the instructional purpose of Canvas, faculty academic autonomy, and the need for appropriate institutional communication with students. In response to the request for additional consultation, AS&SS agreed that further collaboration would strengthen the resolution and plans to work with Information Technology Services (ITS) and the Teaching and Learning Center (TLC) to incorporate their expertise regarding Canvas functionality, communication practices, and implementation. The committee will use this consultation to begin developing a clear, vetted approval process for requests to use Canvas informational banner space, including consideration of which campus office or body is best positioned to oversee that process. This approach is consistent with the Executive Committee's request for further consultation and identification of an appropriate approval structure.

Respectfully submitted,
Leslie Kirstein, Chair
Academic Support & Student Services Committee



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BPC Meeting Report — September 3, 2026

The committee held its first meeting of the academic year. Announcements included a tentative campus-wide budget forum scheduled for October 19, the formation of a task force to address scheduling software and time-block concerns, and continued work on the Faculty Handbook and Bylaws. The committee elected a vice chair and discussed finalizing membership, alternates, and notetaking support. The committee reviewed a proposal for a new self-supported, primarily online Master of Science in Applied Analytics in preparation for a second reading. The committee also discussed academic calendar development, instructional days, registration priorities, final exams, commencement, holidays, orientation, and related calendar corrections. Open forum topics included sign-in requirements, scheduling-system synchronization, hiring delays, budget constraints, and deferred maintenance.

Report from the Faculty Affairs Committee

September 3rd, 2026

The Faculty Affairs Committee met on September 3rd and approved bringing forward a resolution to clarify the implementation timeline for the transition to fully online Student Opinions of Curriculum and Instruction (SOCIs). Resolution 252620, approved last year, repeatedly described a two-academic-year transition period but identified 2029–2030 as the anticipated year of full implementation. FAC determined that this date was inconsistent with the stated timeline and that the intended implementation year was 2028–2029. The proposed resolution corrects this oversight. The committee voted unanimously to advance the clarification resolution for a first reading in the Academic Senate.

The committee also continued discussion of proposed Handbook revisions concerning teaching modalities and distributed learning. FAC also discussed whether to streamline the Handbook section on the CSUB Cabinet and Officers of the University, as well as ongoing concerns regarding CSUB 1029/First-Year Seminar, including curricular oversight, instructor assignment, and coordination with the Academic Affairs Committee.

Finally, Senator Horn was chosen as Vice Chair of the Faculty Affairs Committee by acclamation.



Transitioning to Online SOCs (Clarification of RES 252620)

RES 262702

FAC

RESOLVED: That Resolution 252620 be clarified to reflect that the intended two-academic-year transition from paper-based SOCs to fully online SOCs concludes with fully online SOCs beginning in the 2028–2029 academic year, rather than the 2029–2030 academic year stated in the adopted resolution.

RATIONALE: This resolution is in response to Referral 2026-2027 02.

Resolution 252620 established a two-academic-year transition period from paper-based SOCs to fully online SOCs. The rationale and implementation framework presented with the resolution reflected an intended transition culminating in fully online SOCs beginning in the 2028–2029 academic year. This included references to a “two-academic-year implementation period” and a “two-year implementation period”.

However, the final resolved language identified 2029–2030 as the anticipated implementation year for fully online SOCs. This appears to have been a drafting oversight and is inconsistent with the two-year transition period described elsewhere in the resolution.

This clarification corrects that inconsistency and more accurately reflects the intent of the Academic Senate when Resolution 252620 was adopted. It does not otherwise alter the substance of the original resolution or the expectations established for SOCI administration.

The Academic Senate also recognizes that some academic units may be prepared to transition to fully online SOCs before 2028–2029. Earlier adoption, when feasible, can reduce printing and administrative costs, improve efficiency, and support more sustainable institutional practices. Units are therefore encouraged to transition earlier and to identify practices that support strong student participation and completion rates in the online format.

Finally, the Academic Senate reaffirms an important provision of Resolution 252620: for face-to-face courses, instructors are required to provide at least 15 minutes of scheduled class time during the designated SOCI completion period. Providing dedicated class time remains an important strategy for supporting student participation and maintaining completion rates as SOCI transition to an online format.

Attachment: RES 252620 Transitioning to Online SOCI – Handbook Change

Distribution List:

President
Provost and VP for Academic Affairs
VP for Student Affairs and Strategic Enrollment Management
AVP for Faculty Affairs
AVP Academic Affairs and Dean of Academic Programs
AVP for Student Affairs and Dean of Students
AVP for Information Technology Services and Chief Information Officer
Acting Executive Director of Antelope Valley
College Deans
Dean of Extended Education and Global Outreach
Dean of Libraries
Associate Deans
Department Chairs
General Faculty
Associated Students, Inc.

Approved by the Academic Senate:

Sent to the President:

President Approved:



Transitioning to Online SOCIs – Handbook Change

RES 252620

FAC

- RESOLVED:** The Academic Senate approves revisions to the University Handbook regarding the administration of student opinions of curriculum and instruction (SOCIs). Deletions are in ~~strike through~~, and additions are in **bold and underlined**.
- RESOLVED:** The Academic Senate recommends transitioning to online SOCIs.
- RESOLVED:** The transition from paper-based SOCIs to fully online SOCIs shall occur over a two-academic-year implementation period, with fully online SOCIs anticipated beginning in the 2029-2030 academic year.
- RESOLVED:** During the transition, the Academic Senate, in consultation with Academic Affairs, shall explore, implement, and assess strategies to increase response rates to online SOCIs.
- RESOLVED:** The Academic Senate shall consider convening an ad-hoc task force, with majority faculty representation, for the purposes of improving the quantity and quality of SOCI responses.
- RESOLVED:** The University, through the AVP for Faculty Affairs, shall provide faculty with clear guidance and sample language for promoting student participation in SOCIs, including recommended in-class statements, written announcements, and reminders aligned with the Collective Bargaining Agreement.
- RESOLVED:** Students shall receive standardized instructions explaining the purpose of SOCIs, how responses are intended to be used in improving teaching and learning, how anonymity is protected, and why participation is important.
- RESOLVED:** The University shall develop and distribute consistent student-facing messaging to be used across courses to improve understanding of the value and impact of SOCI participation.

- RESOLVED:** The Academic Senate recommends that during the SOCI completion period, a standardized university-wide announcement shall be posted in the Learning Management System (Canvas) to encourage student participation.
- RESOLVED:** The Academic Senate recommends that this notification be displayed to students each time they log into Canvas during the SOCI completion period.
- RESOLVED:** The Academic Senate shall periodically review institutional practices for increasing SOCI response rates and may recommend adjustments to communication strategies, distribution methods, and instructional guidance as needed.
- RESOLVED:** Response rates for online SOCIs shall be monitored annually during the transition period, and findings shall be shared with the Academic Senate to inform future policy refinement.
- RESOLVED:** Faculty teaching face-to-face courses are required to provide structured in-class time for completion of online SOCIs during the designated period to support participation and continuity with prior paper-based practices.
- RESOLVED:** The Academic Senate recommends that Departments and Programs discuss, explore, and consider implementation of strategies to increase SOCI response rates among their students.
- RESOLVED:** The Academic Senate recommends that Associated Students, Inc. consider strategies for increasing SOCI response rates from their constituents.
-

305.4.4 Student Role in the Performance Review Process for Instructional Faculty

Student opinion of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCI) shall be the primary instrument used to collect student opinions of teaching.

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCI) as the primary instrument used to collect student opinions of teaching, this tool is to be considered as only one of many measures used to evaluate teaching; SOCIs should not be given more consideration than the other measures of teaching performance outlined in section 305.4.2.6 (Evaluation of Teaching Performance). Further, the trends in student responses should be the focus of the evaluation of SOCIs as a

measure of teaching performance.

The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every 10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.

~~Except as limited below, f~~ Faculty members will administer SOCIs in all sections and place the results of all SOCIs in the RTP (WPAF) File for use by all levels of review.

By default, course sections with fewer than six (6) students shall not administer SOCIs. However, SOCIs may be requested by the faculty member teaching the course. Requests must be submitted to the AVP for Faculty Affairs, who is ultimately responsible for determining whether SOCIs are administered. All courses with six (6) or more students shall have SOCIs administered, except in the following cases:

~~The requirement for collection of SOCIs may be waived in the following cases:~~

~~The requirement for collection of SOCIs may be waived for sections with enrollments of fewer than 6 students or similar situations in which the anonymity of respondents would be compromised and sections in which the primary mode of instruction or the SOCI would not reasonably correlate with instructional methods.~~

- A. The requirement for collection of SOCIs may be waived for sections in which a faculty member went on leave and was replaced by another faculty member. This request shall be honored at the discretion of the replacement faculty member. **considered by the AVP for Faculty Affairs.**
- a. ~~The faculty member on leave shall not be subject to student opinions.~~

~~Within these guidelines, department chairs in consultation with their department shall determine which sections are eligible for waiver. Documentation of the department decision to grant a waiver shall be included in each section of the file for which SOCIs are waived.~~

The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

Faculty shall be provided course and/or section summaries of quantitative data. Means and standard deviations shall be provided for individual questions ~~as well as the overall SOCI.~~

Quantitative and qualitative data shall be linked in both online and physical SOCI reports. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses. **Faculty shall also receive a SOCI report even when there are no completed student responses. SOCI reports shall be available to faculty teaching in all terms (Fall, Winter, Spring, Summer). SOCI reports shall be provided to the individual faculty instructors, department chairs, and college deans.**

Some bias in student opinions may be present. Since SOCI reports are used in conjunction with other measures to evaluate teaching, the College Dean (or designee) should arrange for training for Unit RTP Committee members to be undertaken before the start of a faculty review. The training should include the following: (1) the purpose of the RTP review process and the responsibilities of Unit Committee members, (2) the identification of possible biases in student responses, and (3) the process to remove biased SOCI reports from an evaluation of teaching.

Faculty under review may request that the AVP for Faculty Affairs (or their designee) reviews and removes the SOCI(s) with discriminatory comments and quantitative responses. SOCI(s) that are received within the prior academic calendar year are eligible for consideration for removal. Requests to remove SOCI(s) must be made 21 days prior to the deadline to submit the Working Personnel Action File (WPAF, commonly called the RTP File) for the next review cycle.

The AVP for Faculty Affairs (or their designee) shall consider the merit of such requests based on many factors, including (but not limited to) the human dignity of the faculty member, the student's role in the performance review process, and the added pedagogical value and relevance of the comments. Regardless of the decision of the AVP for Faculty Affairs (or their designee), the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process. In all cases, the Unit Review Committee, Department Chair (if applicable), College Dean, University Review Committee, Provost and Vice President for Academic Affairs, and President (or their designee) are expected to approach the evaluation of faculty and interpretation of SOCI reports with care and professionalism. Ultimately, SOCI reports are one component of a broad assessment of teaching performance.

305.4.5 ~~SOCI Distribution~~ Completion Period

The ~~SOCI Distribution~~ **Completion** Period shall be designated on the Academic Calendar, not to include the examination period. The timeframe for ~~SOCI distribution~~ **Completion** shall be the same regardless of course modality (e.g., face-to-face, hybrid, online).

In the Fall and Spring semesters, SOCIs ~~distributed~~ **completed** online shall be available for 10 **class meeting days** weekdays. SOCIs distributed in person shall be distributed during one class meeting in the two-week SOCI Distribution Period; SOCIs shall be distributed between 14 and 21 days prior to the Last Day of Classes. **The start of the SOCI completion period should be between 14 and 21 days prior to the Last Day of Classes.**

In the Summer and Winter sessions, SOCIs ~~distributed~~ **completed** online shall be available for 5 weekdays. SOCIs distributed in person shall be distributed during one class meeting in the penultimate week of classes. SOCIs distributed **completed** online shall be distributed **completed** during the penultimate week of classes.

For face-to-face courses, instructors shall provide a minimum of 15 minutes of scheduled class time for SOCI completion during the designated SOCI completion period. Instructors of face-to-face courses shall leave the classroom during this time in order to promote student privacy and reduce perceived pressure or response bias.

The University shall provide clear guidance and technical support to faculty and students to ensure consistent implementation and accessibility of online SOCIs. The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOCIs via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOCIs. Faculty members shall administer SOCIs in Accordance with the Collective Bargaining Agreement.

RATIONALE: Referral 2025–2026 35 highlights the increasing and unsustainable financial and administrative costs associated with the continued use of paper-based Student Opinions of Curriculum and Instruction (SOCIs). Although paper-based SOCIs have served the institution well for many years, feasible alternatives are available in the modern era. Initial examination of other practices across the California State System suggests that several institutions already administer SOCIs exclusively online. Although the exact implementation strategies may vary depending on software used, there is a reasonable expectation of some Canvas integration and/or Canvas announcements for students.

Other CSU campuses, such as Cal Poly Pomona, include FAQ pages for Students, Staff, and Faculty. Some campuses, such as San Marcos, provide several faculty process guides

and student process guides. California State University Bakersfield can learn from other campuses and adopt useful strategies.

Transitioning to online SOCIs represents a fiscally responsible, environmentally sustainable, and operationally efficient alternative. Because online SOCIs are already used for fully online courses and are available as an option in face-to-face modalities, this resolution builds upon existing institutional practices rather than introducing a wholly new system.

At the same time, the Academic Senate recognizes that SOCIs play a meaningful role to allow students to participate in the performance review process, and they must be implemented in ways that preserve data quality, student participation, and faculty confidence in the process. A central concern associated with online SOCIs is the potential for reduced response rates when surveys are completed outside of class. This resolution addresses that concern through a structured, multi-year transition period and a coordinated institutional strategy focused on maintaining participation levels. The requirement that instructors of face-to-face courses provide dedicated in-class time for completion of online SOCIs preserves continuity with established paper-based practices and reinforces norms that support student anonymity, minimize perceived pressure, and encourage participation.

The two-year implementation period allows the University to evaluate and refine practices that support strong response rates before fully eliminating paper-based administration. During this period, the Academic Senate, Academic Affairs, faculty, and campus partners will explore evidence-informed approaches to increasing student engagement with SOCIs, including standardized communication, consistent student instructions, and institution-wide messaging. Annual monitoring of response rates will allow the Academic Senate to assess effectiveness, identify challenges, and recommend adjustments to institutional practices as needed.

This resolution also recognizes that improving student participation is a shared responsibility. Providing faculty with guidance and sample language for encouraging participation, offering students clear explanations of the purpose and impact of SOCIs, and implementing consistent campus-wide messaging are intended to strengthen student understanding of how their feedback contributes to teaching improvement and curriculum development. Encouraging departments, programs, and Associated Students, Inc. to

explore complementary engagement strategies further broadens institutional support for meaningful participation.

Additionally, this resolution formalizes expectations regarding the consistent generation and distribution of SOCI reports across all instructional terms, including cases in which no student responses are submitted. Providing reports in all circumstances ensures continuity in documentation for faculty, supports completion of Working Personnel Action Files (WPAFs) and periodic evaluations, and promotes transparency and consistency in personnel review processes.

The resolution maintains the position that SOCIs are one component of a comprehensive evaluation of teaching and should be interpreted alongside other measures. The emphasis on trends in student feedback, training for review committees, and mechanisms for addressing potential bias is preserved from existing (although recently implemented) policy and supports a balanced and responsible use of SOCI data.

By pairing fiscal responsibility with a phased implementation strategy and ongoing Senate oversight, this resolution seeks to preserve the integrity, usefulness, and fairness of SOCIs while modernizing their administration for the future.

Distribution List:

President
Provost and VP for Academic Affairs
AVP for Faculty Affairs
Academic Senate
College Deans
Dean of the Library
College Associate Deans
General Faculty
Associated Students, Inc.

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Transitioning to Online SOCIs – Handbook Change

RES 252620

****CLEAN VERSION – Handbook Changes****

305.4.4 Student Role in the Performance Review Process for Instructional Faculty

Student opinion of teaching by faculty is a required component of the performance review process. The Student Opinion on Curriculum and Instruction (SOCl) shall be the primary instrument used to collect student opinions of teaching.

Although this handbook currently identifies the Student Opinion on Curriculum and Instruction (SOCl) as the primary instrument used to collect student opinions of teaching, this tool is to be considered as only one of many measures used to evaluate teaching; SOCIs should not be given more consideration than the other measures of teaching performance outlined in section 305.4.2.6 (Evaluation of Teaching Performance). Further, the trends in student responses should be the focus of the evaluation of SOCIs as a measure of teaching performance.

The quantitative and qualitative (i.e., open-ended) items included on the instruments to gather student opinions shall be reviewed and open for potential revision every 10 years, or more frequently. More frequent reviews and revisions are at the discretion of the Executive Committee of the Academic Senate. Any revision process shall include broad consultation from faculty.

Faculty members will administer SOCIs in all sections and place the results of all SOCIs in the RTP (WPAF) File for use by all levels of review.

By default, course sections with fewer than six (6) students shall not administer SOCIs. However, SOCIs may be requested by the faculty member teaching the course. Requests must be submitted to the AVP for Faculty Affairs, who is ultimately responsible for determining whether SOCIs are administered. All courses with six (6) or more students shall have SOCIs administered, except in the following cases:

The requirement for collection of SOCIs may be waived for sections in which a faculty member went on leave and was replaced by another faculty member. This request shall be considered by the AVP for Faculty Affairs.

The SOCI shall be anonymous and identified only by course and/or section. The format of the SOCI provides both quantitative information (ratings of course and instructor attributes) and qualitative information (comments about the course and instructor).

Faculty shall be provided course and/or section summaries of quantitative data. Means and standard deviations shall be provided for individual questions.

Quantitative and qualitative data shall be linked in both online and physical SOCIs. SOCI reports shall be clear such that faculty can associate individual-student comments with individual-student quantitative responses. Faculty shall also receive a SOCI report even when there are no completed student responses. SOCI reports shall be available to faculty teaching in all terms (Fall, Winter, Spring, Summer). SOCI reports shall be provided to the individual faculty instructors, department chairs, and college deans.

Some bias in student opinions may be present. Since SOCIs are used in conjunction with other measures to evaluate teaching, the College Dean (or designee) should arrange for training for Unit RTP Committee members to be undertaken before the start of a faculty review. The training should include the following: (1) the purpose of the RTP review process and the responsibilities of Unit Committee members, (2) the identification of possible biases in student responses, and (3) the process to remove biased SOCIs from an evaluation of teaching.

Faculty under review may request that the AVP for Faculty Affairs (or their designee) reviews and removes the SOCI(s) with discriminatory comments and quantitative responses. SOCI(s) that are received within the prior academic calendar year are eligible for consideration for removal. Requests to remove SOCI(s) must be made 21 days prior to the deadline to submit the Working Personnel Action File (WPAF, commonly called the RTP File) for the next review cycle.

The AVP for Faculty Affairs (or their designee) shall consider the merit of such requests based on many factors, including (but not limited to) the human dignity of the faculty member, the student's role in the performance review process, and the added pedagogical value and relevance of the comments. Regardless of the decision of the AVP for Faculty Affairs (or their designee), the faculty member is encouraged to reflect upon feedback and may submit rebuttals to SOCI comments as part of the performance review process. In all cases, the Unit Review Committee, Department Chair (if applicable), College Dean, University Review Committee, Provost and Vice President for Academic Affairs, and President (or their designee) are expected to approach the evaluation of faculty and interpretation of SOCIs with care and professionalism. Ultimately, SOCIs are one component of a broad assessment of teaching performance.

305.4.5 SOCI Completion Period

The SOCI Completion Period shall be designated on the Academic Calendar, not to include the examination period. The timeframe for SOCI Completion shall be the same regardless of course modality (e.g., face-to-face, hybrid, online).

In the Fall and Spring semesters, SOCIs completed online shall be available for 10 class meeting days. The start of the SOCI completion period should be between 14 and 21 days prior to the Last Day of Classes.

In the Summer and Winter sessions, SOCIs completed online shall be available for 5 weekdays. SOCIs completed online shall be completed during the penultimate week of classes.

For face-to-face courses, instructors shall provide a minimum of 15 minutes of scheduled class time for SOCI completion during the designated SOCI completion period. Instructors of face-to-face courses shall leave the classroom during this time in order to promote student privacy and reduce perceived pressure or response bias.

The University shall provide clear guidance and technical support to faculty and students to ensure consistent implementation and accessibility of online SOCIs. The AVP for Faculty Affairs shall ensure that faculty receive directions on how to access online SOCIs via the Learning Management System so that faculty can encourage student participation. Faculty may encourage their students to complete SOCIs. Faculty members shall administer SOCIs in Accordance with the Collective Bargaining Agreement.